INDEX TO READING RESEARCH QUARTERLY, VOL. 38, 2003

Title

- Assessing narrative comprehension in young children, Alison H. Paris & Scott G. Paris, No. 1, pp. 36–76.
- Children learning with peers: The confluence of peer status and literacy competence within small-group literacy events, Mona W. Matthews & John Kesner, No. 2, pp. 208–234.
- Commentary: Reading, writing, and the wrath of my father, Jonathan G. Silin, No. 2, pp. 260–267.
- A comparison of the factors affecting reading performance of functionally illiterate adults and children matched by reading level, Amanda C. Thompkins & Katherine S. Binder, No. 2, pp. 236–258.
- Developmental steps in learning to read: A longitudinal study in kindergarten and first grade, Darrell Morris, Janet W. Bloodgood, Richard G. Lomax, & Jan Perney, No. 3, pp. 302–328.
- Editorial: On metaphors and editing, Donna E. Alvermann & David Reinking, No. 1, pp. 8–11.
- Editorial: The RRQ peer-review process, David Reinking & Donna E. Alvermann, No. 2, pp. 168–171.
- Essay Book Review: Boys and literacies: What difference does gender make? Mollie V. Blackburn, No. 2, pp. 276–287.
- Essay Book Review: Critical policy analysis: Researching the roles of cultural models, power, and expertise in reading policy, Haley Woodside-Jiron, No. 4, 530–536.
- Essay Book Review: Literacy reform for Latina/o students, María E. Franquiz, No. 3, pp. 418–430.
- Essay Book Review: Reflections on family literacy from a sociocultural perspective, Flora V. Rodriguez-Brown, No. 1, pp. 146–153.
- Freedom and form: The language and literacy practices of two Mexican schools, Robert T. Jiménez, Patrick H. Smith, & Natalia Martínez-León, No. 4, 488–508.
- In other words: Translating or "para-phrasing" as a family literacy practice in immigrant households, Marjorie Faulstich Orellana, Jennifer Reynolds, Lisa Dorner, & María Meza, No. 1, pp. 12–34.
- International Reports on Literacy Research: Africa, Australia, Malaysia, compiled by A. Jonathan Eakle & Andrew Garber, No. 1, pp. 142–144.
- International Reports on Literacy Research: Canada, compiled by A. Jonathan Eakle & Andrew Garber, No. 3, pp. 414–417.
- International Reports on Literacy Research: Estonia, Hungary, Bulgaria, compiled by A. Jonathan Eakle & Andrew Garber, No. 2, pp. 288–290.
- International Reports on Literacy Research: Mexico, Colombia, Brazil, Argentina, Chile, compiled by A. Jonathan Eakle & Andrew Garber, No. 4, pp. 524–528.
- Investigating the effectiveness of an integrated learning system on early emergent readers, Wendy A. Paterson, Julie Jacobs Henry, Karen O'Quin, Maria A. Ceprano, & Elfreda V. Blue, No. 2, pp. 172–207.

Language proficiency and reading ability in firstand second-language learners, Mienke Droop & Ludo Verhoeven, No. 1, pp. 78–103.

Measuring the acquisition of media literacy skills, Renee Hobbs & Richard Frost, No. 3, pp. 330–355.

New Directions in Research: Challenges to reading research from a multilingual world, Elizabeth Bernhardt, No. 1, pp. 112–117.

New Directions in Research: Literacy and Latino students in the United States: Some considerations, questions, and new directions, Robert T. Jiménez, No. 1, pp. 122–128.

New Directions in Research: Literacy and the Other: A sociological approach to literacy research and policy in multilingual societies, Allan Luke, No. 1, pp. 132–141.

New Directions in Research: Media and online literacy studies, Carmen Luke, No. 3, pp. 397–403.

New Directions in Research: Multilingual reading theory, Jill Fitzgerald, No. 1, pp. 118–122.

New Directions in Research: New media and online literacies: No age left behind, Margaret Hagood, No. 3, pp. 387–391.

New Directions in Research: New research literacies for contemporary research into literacy and new media? Helen Nixon, No. 3, pp. 407–413.

New Directions in Research: Researching new forms of literacy, Margaret Mackey, No. 3, pp. 387–391.

New Directions in Research: The role of grounded theory and collaborative research, Charles Berg, No. 1, pp. 105–111.

New Directions in Research: When ordinary children fail to read, William Labov, No. 1, pp. 128–131.

New Directions in Research: Writing travelers' tales on New Literacyscapes, Kevin M. Leander, No. 3, pp. 392–397.

Patterns of parents' extratextual interactions during book sharing with preschool children: A cluster analysis study, Lisa A. Hammett, Anne van Kleeck, & Carl J Huberty, No. 4, pp. 442–468.

Phonological sensitivity: A quasi-parallel progression of word structure units and cognitive operations, Jason L. Anthony, Christopher J. Lonigan, Kimberly Driscoll, Beth M. Phillips, & Stephen R. Burgess, No. 4, pp. 470–487.

"Tech-savviness" meets multiliteracies: Exploring adolescent girls' technology-mediated literacy practices, Kelly Chandler-Olcott & Donna Mahar, No. 3, pp. 356–385.

Theory and Research Into Practice: Literature as experience or looking for facts: Stance in the

classroom, Lee Galda & Lauren Aimonette Liang, No. 2, pp. 268–275.

Theory and Research Into Practice: Oral reading in the school literacy curriculum, Timothy V. Rasinski & James V. Hoffman, No. 4, pp. 510–522.

Author

Alvermann, Donna E. & David Reinking. *Editorial:* On metaphors and editing, No. 1, pp. 8–11.

Alvermann, Donna E. (see Reinking, David)

Anthony, Jason L., Christopher J. Lonigan, Kimberly Driscoll, Beth M. Phillips, & Stephen R. Burgess. Phonological sensitivity: A quasi-parallel progression of word structure units and cognitive operations, No. 4, pp. 470–487.

Arua, Arua E. International Reports on Literacy Research: Africa, No. 1, pp. 142–143.

Berg, Charles. *New Directions in Research: The role of grounded theory and collaborative research*, No. 1, pp. 105–111.

Bernhardt, Elizabeth. New Directions in Research: Challenges to reading research from a multilingual world, No. 1, pp. 112–117.

Binder, Katherine S. (see Thompkins, Amanda C.)
Blackburn, Mollie V. Essay Book Review: Boys and literacies: What difference does gender make? No. 2, pp. 276–287.

Bloodgood, Janet W. (see Morris, Darrell et al.)
Blue, Elfreda V. (see Paterson, Wendy A. et al.)
Burgess, Stephen R. (see Anthony, Jason L. et al.)
Cardoso-Martins, Claudia. *International Reports on Literacy Research: Brazil*, No. 4, pp. 524–528.

Ceprano, Maria A. (see Paterson, Wendy A. et al.)
Chandler-Olcott, Kelly & Donna Mahar. "Tech-savviness" meets multiliteracies: Exploring adolescent girls' technology-mediated literacy practices, No. 3, pp. 356–385.

Choo, Voon-Mooi. International Reports on Literacy Research: Malaysia, No. 1, p. 144.

Dorner, Lisa. (see Orellana, Marjorie Faulstich et al.) Driscoll, Kimberly. (see Anthony, Jason L. et al.)

Droop, Mienke & Ludo Verhoeven. Language proficiency and reading ability in first- and second-language learners, No. 1, pp. 78–103.

Fitzgerald, Jill. New Directions in Research: Multilingual reading theory, No. 1, pp. 118–122.

Fránquiz, María E. Essay Book Review: Literacy reform for Latina/o students, No. 3, pp. 418–430.Frost, Richard. (see Hobbs, Renee)

Galda, Lee & Lauren Aimonette Liang. Theory and Research Into Practice: Literature as experience or looking for facts: Stance in the classroom, No. 2, pp. 268–275.

Hagood, Margaret. New Directions in Research: New media and online literacies: No age left behind, No. 3, pp. 387–391.

Hammett, Lisa A., Anne van Kleeck, & Carl J Huberty. Patterns of parents' extratextual interactions during book sharing with preschool children: A cluster analysis study, No. 4, pp. 442–468.

Henry, Julie Jacobs. (see Paterson, Wendy A. et al.) Hobbs, Renee & Richard Frost. *Measuring the acquisition of media literacy skills*, No. 3, pp. 330–355.

Hoffman, James V. (see Rasinski, Timothy V.)
Huberty, Carl J. (see Hammett, Lisa A. et al.)
Infante, Marta. *International Reports on Literacy Research: Chile*, No. 4, pp. 524–528.

Jiménez, Robert T. New Directions in Research: Literacy and Latino students in the United States: Some considerations, questions, and new directions, No. 1, pp. 122–128.

Jiménez, Robert T., Patrick H. Smith, & Natalia Martínez-Léon. Freedom and form: The language and literacy practices of two Mexican schools, No. 4, pp. 488–508.

Kesner, John. (see Matthews, Mona W.)

Labov, William. New Directions in Research: When ordinary children fail to read, No. 1, pp. 128–131.

Leander, Kevin M. New Directions in Research: Writing travelers' tales on New Literacyscapes, No. 3, pp. 392–397.

Liang, Lauren Aimonette. (see Galda, Lee)
Lomax, Richard G. (see Morris, Darrell et al.)
Lonigan, Christopher J. (see Anthony, Jason L. et al.)

Luke, Allan. New Directions in Research: Literacy and the Other: A sociological approach to literacy research and policy in multilingual societies, No. 1, pp. 132–141.

Luke, Carmen. New Directions in Research: Media and online literacy studies, No. 3, pp. 397–403.

Mackey, Margaret. New Directions in Research: Researching new forms of literacy, No. 3, pp. 403–407.

Mahar, Donna. (see Chandler-Olcott, Kelly) Martínez-León, Natalia. (see Jiménez, Robert T. et al.)

Matthews, Mona W. & John Kesner. Children learning with peers: The confluence of peer status and literacy competence within small-group literacy events, No. 2, pp. 208–234.

Meza, María. (see Orellana, Marjorie Faulstich et al.)

Morris, Darrell, Janet W. Bloodgood, Richard G. Lomax, & Jan Perney. *Developmental steps in learning to read: A longitudinal study in kindergarten and first grade*, No. 3, pp. 302–328.

Nixon, Helen. New Directions in Research: New research literacies for contemporary research into literacy and new media, No. 3, pp. 407–413.

O'Quin, Karen. (see Paterson, Wendy A. et al.)
Orellana, Marjorie Faulstich, Jennifer Reynolds, Lisa
Dorner, & Maria Meza. *In other words: Translating or "para-pbrasing" as a family litera- cy practice in immigrant households*, No. 1,
pp. 12–34.

Pandis, Meeli. International Reports on Literacy Research: Estonia, Hungary, Bulgaria, No. 2, pp. 288–290.

Paris, Alison H. & Scott Paris. Assessing narrative comprehension in young children, No. 1, pp. 36–76.

Paris, Scott G. (see Paris, Alison H.)

Paterson, Wendy A., Julie Jacobs Henry, Karen O'Quin, Maria A. Ceprano, & Elfreda V. Blue. *Investigating the effectiveness of an integrated learning system on early emergent readers*, No. 2, pp. 172–207.

Perney, Jan. (see Morris, Darrell et al.)

Peterson, Shelley. *International Reports on Literacy Research: Canada*, No. 3, pp. 414–415.

Phillips, Beth M. (see Anthony, Jason L. et al.)
Porto, Melina. *International Reports on Literacy Research: Argentina*, No. 4, pp. 524–528.

Preece, Alison. *International Reports on Literacy Research: Canada*, No. 3, pp. 415–417.

Rasinski, Timothy V. & James V. Hoffman. *Theory* and Research Into Practice: Oral reading in the school literacy curriculum, No. 4, pp. 510–522.

Reinking, David & Donna E. Alvermann. *Editorial: The* RRQ *peer-review process*, No. 2, pp. 168–171.

Reinking, David. (see Alvermann, Donna E.)
Reynolds, Jennifer. (see Orellana, Marjorie Faulstich et al.)

Rodriguez-Brown, Flora V. Essay Book Review: Reflections on family literacy from a sociocultural perspective, No. 1, pp. 146–153.

Seda Santana, Ileana. International Reports on Literacy Research: Mexico, No. 4, pp. 524–528.

Silin, Jonathan G. Commentary: Reading, writing, and the wrath of my father, No. 2, pp. 260–267.

Smith, Patrick H. (see Jiménez, Robert T. et al.)

Smith, Patrick H. International Reports on Literacy Research: Mexico and Colombia, No. 4, pp. 524–528.

Thompkins, Amanda C. & Katherine S. Binder. A comparison of the factors affecting reading

performance of functionally illiterate adults and children matched by reading level, No. 2, pp. 236–258.

Turbill, Jan. *International Reports on Literacy Research: Australia*, No. 1, p. 144.

van Kleeck, Anne. (see Hammett, Lisa A. et al.) Verhoeven, Ludo. (see Droop, Mienke)

Woodside-Jiron, Haley. Essay Book Review: Critical policy analysis: Researching the roles of cultural models, power, and expertise in reading policy, No. 4, pp. 530–536.

Subject

Biographical

Silin, Jonathan G. Commentary: Reading, writing, and the wrath of my father, No. 2, pp. 260–267.

Book sharing

Hammett, Lisa A., Anne van Kleeck, & Carl J. Huberty. Patterns of parents' extratextual interactions during book sharing with preschool children: A cluster analysis study, No. 4, pp. 442–468.

Bourdieuian framework

Jiménez, Robert T., Patrick H. Smith, & Natalia Martínez-Léon. Freedom and form: The language and literacy practices of two Mexican schools, No. 4, pp. 488–508.

Comprehension

Paris, Alison H. & Scott Paris. Assessing narrative comprehension in young children, No. 1, pp. 36–76.

Emergent literacy

Matthews, Mona W. & John Kesner. Children learning with peers: The confluence of peer status and literacy competence within small-group literacy events, No. 2, pp. 208–234.

Paterson, Wendy A., Julie Jacobs Henry, Karen O'Quin, Maria A. Ceprano, & Elfreda V. Blue. Investigating the effectiveness of an integrated learning system on early emergent readers, No. 2, pp. 172–207.

Family literacy

Orellana, Marjorie Faulstich, Jennifer Reynolds, Lisa Dorner, & María Meza. *In other words: Translating or "para-phrasing" as a family* *literacy practice in immigrant households*, No. 1, pp. 12–34.

Rodriguez-Brown, Flora V. Essay Book Review: Reflections on family literacy from a sociocultural perspective, No. 1, pp. 146–153.

Fluency

Rasinski, Timothy V. & James V. Hoffman. *Theory* and Research Into Practice: Oral reading in the school literacy curriculum, No. 4, pp. 510–522.

Gender identity

Blackburn, Mollie V. *Essay Book Review: Boys and literacies: What difference does gender make?* No. 2, pp. 276–287.

Chandler-Olcott, Kelly & Donna Mahar. "Techsavviness" meets multiliteracies: Exploring adolescent girls' technology-mediated literacy practices, No. 3, pp. 356–385.

Instructional materials

Paterson, Wendy A., Julie Jacobs Henry, Karen O'Quin, Maria A. Ceprano, & Elfreda V. Blue. *Investigating the effectiveness of an integrated learning system on early emergent readers*, No. 2, pp. 172–207.

Literature

Galda, Lee & Lauren Aimonette Liang. Theory and Research Into Practice: Literature as experience or looking for facts: Stance in the classroom, No. 2, pp. 268–275.

Media literacy

Hagood, Margaret C. New Directions in Research: New media and online literacies: No age left behind, No. 3, pp. 387–391.

Hobbs, Renee & Richard Frost. Measuring the acquisition of media literacy skills, No. 3, pp. 330–355.

Leander, Kevin M. New Directions in Research: Writing travelers' tales on New Literacyscapes, No. 3, pp. 392–397.

Luke, Carmen. New Directions in Research: Media and online literacy studies, No. 3, pp. 397–403.

Mackey, Margaret. *New Directions in Research: Researching new forms of literacy*, No. 3, pp. 403–407.

Nixon, Helen. New Directions in Research: New research literacies for contemporary research into literacy and new media, No. 3, pp. 407–413.

Multilinguism

- Berg, Charles. New Directions in Research: The role of grounded theory and collaborative research, No. 1, pp. 105–111.
- Bernhardt, Elizabeth. *New Directions in Research: Challenges to reading research from a multilingual world*, No. 1, pp. 112–117.
- Droop, Mienke & Ludo Verhoeven. *Language proficiency and reading ability in first- and second-language learners*, No. 1, pp. 78–103.
- Fitzgerald, Jill. New Directions in Research: Multilingual reading theory, No. 1, pp. 118–122.
- Fránquiz, María E. Essay Book Review: Literacy reform for Latina/o students, No. 3, pp. 418–430.
- Jiménez, Robert T. New Directions in Research: Literacy and Latino students in the United States: Some considerations, questions, and new directions, No. 1, pp. 122–128.
- Labov, William. New Directions in Research: When ordinary children fail to read, No. 1, pp. 128–131.
- Luke, Allan. New Directions in Research: Literacy and the Other: A sociological approach to literacy research and policy in multilingual societies, No. 1, pp. 132–141.
- Orellana, Marjorie Faulstich, Jennifer Reynolds, Lisa Dorner, & María Meza. *In other words: Translating or "para-phrasing" as a family literacy practice in immigrant households*, No. 1, pp. 12–34.

Multiliteracies

- Chandler-Olcott, Kelly & Donna Mahar. "Techsavviness" meets multiliteracies: Exploring adolescent girls' technology-mediated literacy practices, No. 3, pp. 356–385.
- Orellana, Marjorie Faulstich, Jennifer Reynolds, Lisa Dorner, & María Meza. *In other words: Translating or "para-phrasing" as a family literacy practice in immigrant households*, No. 1, pp. 12–34.

Peer status

Matthews, Mona W. & John Kesner. Children learning with peers: The confluence of peer status and literacy competence within small-group literacy events, No. 2, pp. 208–234.

Phonological awareness

Anthony, Jason L., Christopher J. Lonigan, Kimberly Driscoll, Beth M. Phillips, & Stephen R. Burgess. Phonological sensitivity: A quasi-parallel progres-

- sion of word structure units and cognitive operations, No. 4, pp. 470–487.
- Morris, Darrell, Janet W. Bloodgood, Richard G. Lomax, & Jan Perney. Developmental steps in learning to read: A longitudinal study in kindergarten and first grade, No. 3, pp. 302–328.
- Thompkins, Amanda C. & Katherine S. Binder. A comparison of the factors affecting reading performance of functionally illiterate adults and children matched by reading level, No. 2, pp. 236–258.

Policy

- Jiménez, Robert T., Patrick H. Smith, & Natalia Martínez-Léon. Freedom and form: The language and literacy practices of two Mexican schools, No. 4, pp. 488–508.
- Woodside-Jiron, Haley. Essay Book Review: Critical policy analysis: Researching the roles of cultural models, power, and expertise in reading policy, No. 4, pp. 530–536.

Reading performance

Thompkins, Amanda C. & Katherine S. Binder. *A comparison of the factors affecting reading performance of functionally illiterate adults and children matched by reading level*, No. 2, pp. 236–258.

Sexuality

- Blackburn, Mollie V. Essay Book Review: Boys and literacies: What difference does gender make? No. 2, pp. 276–287.
- Silin, Jonathan G. Commentary: Reading, writing, and the wrath of my father, No. 2, pp. 260–267.

Sociocultural

- Fránquiz, María E. Essay Book Review: Literacy reform for Latina/o students, No. 3, pp. 418–430.
- Orellana, Marjorie Faulstich, Jennifer Reynolds, Lisa Dorner, & María Meza. *In other words: Translating or "para-pbrasing" as a family literacy practice in immigrant bouseholds*, No. 1, pp. 12–34.
- Rodriguez-Brown, Flora V. Essay Book Review: Reflections on family literacy from a sociocultural perspective, No. 1, pp. 146–153.

Technology

Chandler-Olcott, Kelly & Donna Mahar. "Techsavviness" meets multiliteracies: Exploring adolescent girls' technology-mediated literacy practices, No. 3, pp. 356–385.